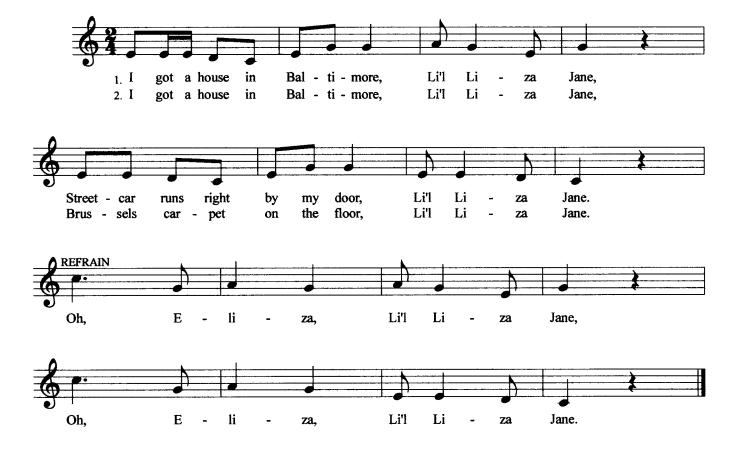
# Li'l Liza Jane

**United States Dance Song** 



- 3. I got a house in Baltimore, Li'l Liza Jane, Silver doorplate on the door, Li'l Liza Jane.
- Come, my love, and be with me, Li'l Liza Jane,
  And I'll take good care of thee, Li'l Liza Jane.

## **SINGING**

Prepare for the singing of this song by referring to the LISTENING paragraph.

Help the students recognize that of the four times "Li'l Liza Jane" is sung, the first and third are the same, and the second and fourth are the same. This song is also in a call and response form that allows someone to sing the call phrases and the group to answer on the response, if desired. The response phrases are always, "Li'l Liza Jane."

#### **PLAYING**

#### **CREATING**

Accompany with Orff instruments (xylophones, metallophones, glockenspiels) playing the pitches C and G together as a chord or alternately on the beat. Because the scale is pentatonic, the glockenspiels could play any or all of the scale tones, C, D, E, G, A in a two or four-measure melody (ostinato) repeated throughout the song.

Encourage actions such as a step-close movement in the first line, changing directions in the second. In the Refrain move in 4 counts and out 4 counts twice. Consider raising hands up while singing *Oh* as an aid to singing the high pitch accurately as well as for fun.

### LISTENING

Play a game called "Same or Different" with the children. On a woodblock, drum or rhythm sticks play a two measure rhythm pattern in 2/4 time. It is helpful to establish the beat by playing four quarter notes while saying, "One-two, ready play," before the first pattern in played. Then play the pattern, pause and play another of the same length either identical or different. Ask the students to listen and then show you by a designated body signal whether the pattern was the same or different the second time. For example, "same" could be shown by hands on elbows; "different" could be shown by hands on cheeks. Sample rhythm patterns are:



## **CURRICULUM INTEGRATION**

A characteristic of our language is omission of some syllables such as in the name of Little Liza Jane. Contractions such as I'll, I'm, It's are common. Can students find other examples of contractions in our spoken or written language?

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